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ABSTRACT

The 20 education service centers in Texas are regional institutions designed to assist school districts with quality ideas, services, information, and teaching materials. This plan sets out the authority, governance, operations, and services that are to be provided by the service centers to school districts along with guidelines and standards. Sections discuss the following topics: (1) authority and purpose, (2) working arrangements, (3) governance, (4) programs and service, (5) organization, (6) administration and operations, and (7) accountability and sanctions. The appendixes list each of the services provided along with the purpose, authority, funding, and the state board goal and how it is to be achieved. Appendix A contains brief descriptions of the following required programs and services: Media, Computer Services, Special Education for the Handicapped, Accreditation, Curriculum, Training, Textbooks, and School Volunteer Program. Appendix B contains brief descriptions of the following services funded through or under agreement with the Texas Education Agency: Migrant, Educational Technology, and Adult and Community Education. Appendix C describes the following services that support statewide programs and that are funded through cooperative agreements with school districts: Gifted and Talented, and Bilingual Education and Special Language Programs. (MLF)

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State Plan For Regional Education Service Centers

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STATE PLAN

for

REGIONAL EDUCATION SERVICE CENTERS

As Approved By
State Board of Education

MAY 10, 1986

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FOREWORD

The purpose of this plan is to set out in a single document a well-defined charter regarding the authority, the governance, the operations, and the services that are to be provided by Regional Education Service Centers to school districts. The plan is based upon requirements of the law and State Board of Education goals and objectives.

W. N. Kirby
Commissioner of Education

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STATE PLAN FOR REGIONAL EDUCATION SERVICE CENTERS

INTRODUCTION

Education service centers in Texas are regional institutions designed to assist school districts with a broad range of cooperative efforts. The operations of these regional centers are keyed to the objective of making quality ideas, services, information, and teaching materials available to local schools whenever and wherever they are needed.

Nationally, intermediate units between the state agency and the public schools began as early as 1829 when Delaware established the first county superintendent's office. Since then more than half of the states have operated intermediate educational units at some time.

Most of the effort in developing and implementing intermediate educational organizations has occurred in the period since the end of World War II. As educational expectations grew, requirements for services expanded and educational costs increased until small districts became unable to provide educational programs at the required level. In order to form more effective local education units, reorganization and consolidation of districts resulted. From 1948 to 1986, the number of school districts in Texas has been decreased from 5,145 to 1,093. As consolidation of districts stabilized, another approach was needed to continue the increase in efficiency required of school districts. The result was expanded use of intermediate educational organizations.

Texas took the first step toward making cooperative regional services available to every school early in the 1960s when professional educators and interested citizens joined in asking for state funds to match local money to buy films, filmstrips, and other audiovisual materials. As a result of this joint effort, the 59th Texas Legislature in 1965 authorized the State Board of Education to set up media centers throughout the state to begin operations in 1967.

Concurrently, the United States Congress, seeing a nationwide need for new types of federal-state-local cooperation, enacted the Elementary and Secondary Education Act of 1965, part of which earmarked funds for supplementary education centers and services. In 1967, the 60th Texas Legislature broadened the scope of services which might be offered by the regional units in this state. These efforts put the regional service concept on a firm footing in Texas.

The Texas Education Agency, in developing its long-range plans, built a variety of services on the media center concept. In March 1967, the State Board of Education approved the new plan for establishing 20 regional education service centers in Texas. Under the new state plan, the centers were directed to:

- Operate the regional education media centers authorized by the 59th Legislature.
- Provide a local base for regional and statewide planning.
- Make additional services available to schools.

The system actually began to take shape in April 1967 when joint committees representing school district boards of trustees met in each region to form plans for each center. Following the education tradition of Texas, members of each center's board of directors, elected by this joint committee, were lay citizens living in the region.

The 20 centers were ready to begin operation in September 1967. At this point, there was a strong emphasis on planning a program in terms of local needs. As a result, there was considerable variation among the programs conducted in the 20 regions.

Another major responsibility of service centers was added in 1969 when the Legislature provided funding for data processing assistance and services for school districts.

Essentially, a regional education service center is not only a place but also a system of programs. Its activities may be scattered over a number of locations within its region, thus enabling staff members to tailor services to their clients. This partnership, however, is voluntary. The center offers the services; the district elects to receive them.

Under the original concept the centers were entrepreneurial in nature. They offered services and sought federal funds, state and local funds, and grants from a variety of other sources.

Beginning in 1981, however, quite different circumstances began to impact service center operations. Federal and state funding for service centers was reduced; therefore, centers had to rely more heavily on local funding. Although service centers have historically worked closely with the Texas Education Agency, a new challenge emerged with the passage of House Bill 72 which directed the regional units to work even more closely with the agency in its efforts to bring more uniformity and continuity to school district operations. These efforts were to include strengthening the curriculum, improving staff development, and developing new concepts of instructional leadership. This statewide cooperation was increased, as evidenced by regional center assistance in writing the essential elements of the revised curriculum (Chapter 75), and assistance in providing the training for school district administrators as required by House Bill 72.

The State Board of Education statement of mission, goals, and objectives provides guidance for reaching a higher level of excellence and educational quality in the state. Regional education service centers have a key role in this statewide effort to improve the quality and effectiveness of school systems and raise the standard of education throughout the state.

This State Plan describes the role and responsibilities of service centers and provides guidelines and standards for their operation.

I. AUTHORITY AND PURPOSE

A. Authority

The authority and purpose of regional education service centers have been established through various acts of the State Legislature. These are contained in Sections 11.32 and 11.33 of the Texas Education Code.

Laws authorizing regional media centers were enacted by the 59th Legislature in 1965. The 60th Legislature, in 1967, expanded the purpose to include the provision of educational services to school districts and coordination of educational planning in the regions. A third charge or purpose was added by the Legislature in 1969 with the provision that education service centers would participate in a statewide system of computer services.

The scope and purpose of regional services were further extended in 1969 by legislative action which stipulated that service centers may provide supplementary services or technical assistance to school districts in support of the statewide design of special education and may provide other services to school districts under rules and regulations adopted by the State Board of Education.

The Legislature over time has provided that regional education service centers, in accordance with rules and regulations established by the State Board of Education, shall operate to provide educational services to the school districts, and to coordinate educational planning in the region. These statutes further provide for each regional education service center to be governed by a seven-member board that is authorized to carry out the following:

1. To employ an executive director and such other personnel as deemed necessary to carry out the functions of the center.

2. To do and perform all things deemed proper for successful operation of the center.

3. To enter into contracts for grants from both public and private organizations and to expend such funds for the specific purposes in accordance with the terms of the contract with the contracting agency.

In addition to the foregoing provisions, Section 17.96(c) of the Texas Education Code transfers from the abolished office of county school superintendent to the governing board of service centers the powers and duties relating to cooperative agreements between school districts for employment of personnel.

B. Purpose

Regional education service centers, as authorized by law, shall operate to provide to school districts services that promote equalization of educational opportunities and the highest possible levels of quality in instruction and related services for students. Regional education service centers will participate as a service agency in the planning, development, coordination and implementation, and evaluation of educational programs and in educational

research. Services and research of efforts by the regional education service center shall be consistent with the mission, goals, and objectives for public education in Texas. Regional education service centers shall operate in accordance with state and federal laws, rules of the State Board of Education, and the provisions of the State Plan for Regional Education Service Centers.

C. Location

Regional education service centers, as provided by law, shall be located throughout Texas so that each school district has the opportunity to be served and to participate in an approved center on a voluntary basis. Twenty regions are located throughout the state to provide educational services. These regions have been established in accordance with State Board of Education rules which contain the following provisions:

1. Each service center shall serve an area having 50,000 or more scholastics. The State Board of Education may grant exceptions for sparsely populated areas.

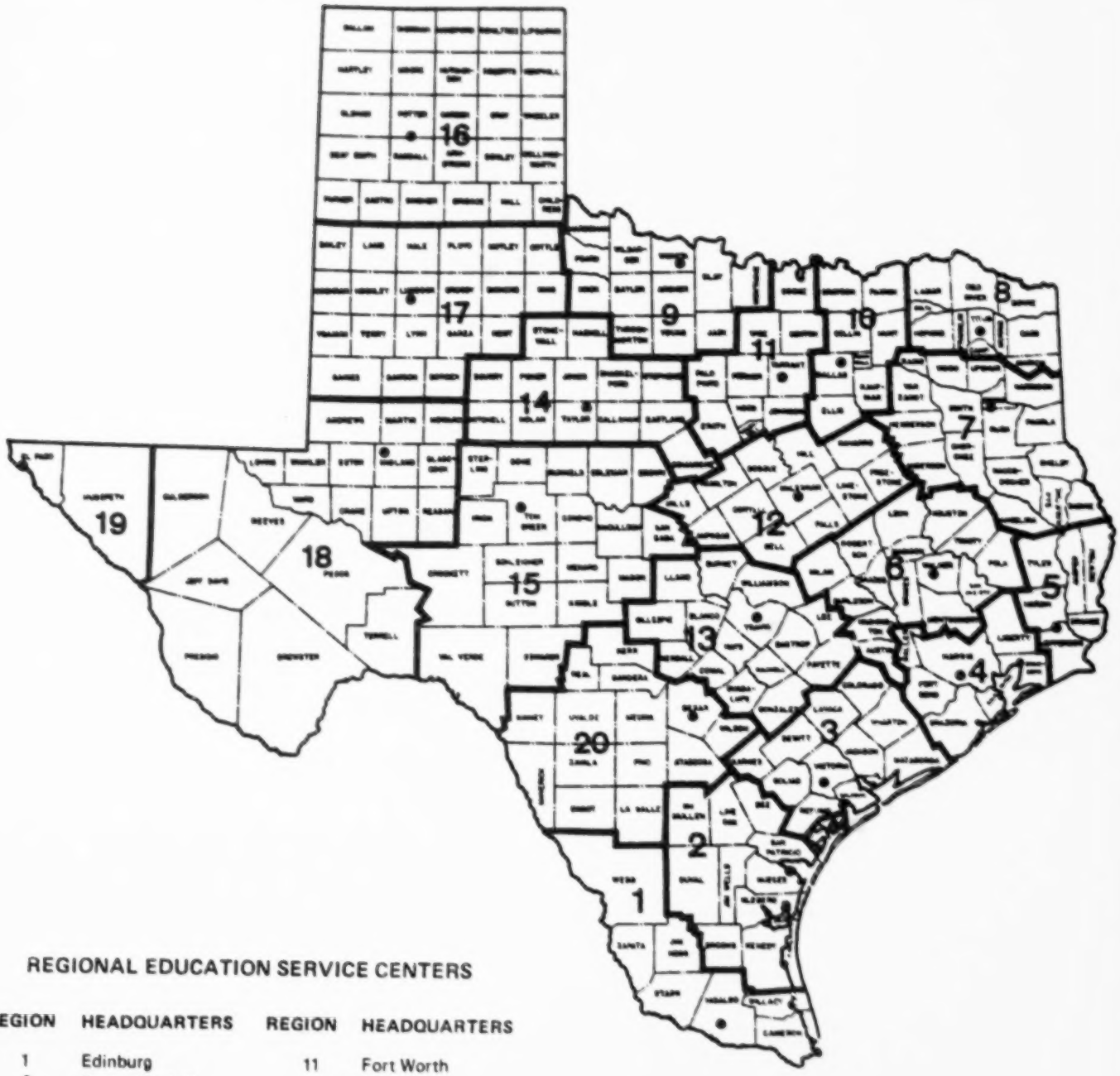
2. All boundary lines of regions shall coincide with county lines except where a school district is in two or more counties in which case it shall be served from the region encompassing its county of jurisdiction. Further exception may be made in assignment of a county line district when evidence of hardship or other unusual circumstances are presented to support a request for reassignment to the adjoining region.

3. Each service center site is selected by the education service center board of directors and approved by the State Board of Education. Site selection and approval is based upon proximity to the area of highest concentration of pupils, availability of economical transportation facilities to serve the region, and other criteria necessary to ensure that the center effectively performs its functions.

4. A media satellite center may be established in metropolitan cities with a minimum of 50,000 students in average daily attendance in a school district or in areas of extreme sparse population covering two or more counties.

The State Board of Education shall periodically review the number, locations, and boundaries of regional education service centers; and considering demographics and other factors, may change the existing structure when such changes will enhance effectiveness, economy or provision of services.

Education service regions and the location of service centers are shown on the following map.



REGIONAL EDUCATION SERVICE CENTERS

REGION	HEADQUARTERS	REGION	HEADQUARTERS
1	Edinburg	11	Fort Worth
2	Corpus Christi	12	Waco
3	Victoria	13	Austin
4	Houston	14	Abilene
5	Beaumont	15	San Angelo
6	Huntsville	16	Amarillo
7	Kilgore	17	Lubbock
8	Mount Pleasant	18	Midland
9	Wichita Falls	19	El Paso
10	Richardson	20	San Antonio

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II. WORKING ARRANGEMENTS

The Texas Education Code Section 11.32(a) states that:

> The State Board of Education shall provide, by rules and regulations, for the establishment and operation of Regional Education Service Centers to provide educational services to the school districts and to coordinate educational planning in the region.

As authorized in the statutory reference and in accordance with State Board of Education rules, service centers provide services to school districts. Service centers serve in the state educational system as non-regulatory regional units that support and assist the state education agency in the development and implementation of educational programs. Effectiveness of the regional system is dependent in part on clarity and understanding of the lines of authority, coordination, and control within the state education system. The functional interrelationships and working arrangements between elements of the state education system that impact on the regional delivery of services are defined as follows:

A. Administrative Structure and Roles for Regional Services

1. State Board of Education role includes the following:

Authority: The State Board of Education shall provide, by rules and regulations, for the establishment and operation of regional education service centers to provide educational services to the school districts and to coordinate educational planning in the region.

Role:

a. The State Board of Education is the legally constituted authority for the establishment and operation of regional education service centers.

b. The State Board of Education sets policy concerning the relations between the regional education service centers, the Texas Education Agency and the State Board of Education.

c. The State Board of Education formulates the mission, goals, and objectives for public education in Texas that provide direction for regional education service center programs and services.

2. The commissioner's role includes the following:

Authority: The commissioner of education shall serve as executive officer of the Central Education Agency and as executive secretary of the State Board of Education and of the State Board of Vocational Education.

The commissioner of education shall be responsible for promoting efficiency and improvement in the public school system of the state and shall have the powers necessary to carry out the duties and responsibilities placed upon him by the Legislature and by the State Board of Education.

Role:

a. Monitor the election process for regional education service center boards.

b. Approve selection of final candidates for executive director.

c. Review an annual budget for each service center.

d. Establish and maintain communication with school district boards of trustees regarding education service center services.

e. Establish the Advisory Council for Regional Services.

f. Maintain communication with service center boards of directors.

g. Approve each education service center's annual comprehensive application.

h. Maintain a system of monitoring and auditing regional education service center activities as prescribed by law and as needed.

i. Meet at least annually with chairmen of education service center boards of directors (Statewide Advisory Commission) to give direction for the operation of education service centers and to obtain from them recommendations regarding the management and operation of service centers.

j. Impose sanctions in accordance with State Board of Education rules and Section 21.254 of the Texas Education Code in instances of violations of law or State Board of Education rules.

k. Establish procedures for the communication and working relationships of Texas Education Agency staff and regional education service center staff.

l. Report periodically to the State Board of Education on management and operation of education service centers and on the quality of services provided.

3. School district board of trustees role includes the following:

a. Appoint a representative to the regional advisory committee (formerly known as the joint committee).

b. Elect the regional education service center board of directors.

c. Advise the regional education service center board of directors regarding the effectiveness of the service center's management and services.

d. Approve school district participation in service center programs.

4. **Regional advisory committee (joint committee) role includes the following:**

   a. Consult and advise with the board of directors on matters concerning educational services provided by the service center.

   b. Provide information to the executive director regarding school district needs and appropriateness and quality of services provided by the service center.

   c. Conduct annual evaluations and report to board of directors on appropriateness of programs and quality of services provided by the service center.

5. **Regional Education Service Center Board of Directors' role includes the following:**

   a. Demonstrate accountability to the school district boards of trustees for the delivery of services that are responsive to the needs of school districts and consistent with the mission, goals, and objectives for public education in Texas.

   b. Demonstrate accountability to the State Board of Education for operation of the center in compliance with laws and rules and directives of the State Board of Education.

   c. Adopt and submit required reports to the commissioner of education.

   d. Participate, through the board chairman, in Statewide Advisory Commission.

   e. Meet periodically with school superintendents and members of local boards in the region to obtain information regarding school district needs and effectiveness of regional education service center management and services.

   f. Establish education service center policies and appoint an executive director consistent with rules of the State Board of Education and the State Plan for Regional Education Service Centers.

6. **Executive Director's role includes the following:**

   a. Report to and be accountable to the regional education service center board of directors for management and operation of the service center in accordance with board policies. Those policies will be consistent with State Board of Education rules, legislative mandates, directives of the commissioner and the State Board of Education, and the State Plan for Regional Education Service Centers.

   b. Develop and implement administrative procedures consistent with regional education service center policies, State Board of Education rules, and the State Plan for Regional Education Service Centers.

   c. Serve on the Commissioner's Advisory Council for Regional Services.

d. Provide information to the commissioner of education, State Board of Education, and the regional education service center board regarding regional needs, services, and operations.

e. Identify and respond to needs of school districts in the region.

f. Facilitate the coordination of educational planning in the region.

g. Promote and coordinate activities of the regional advisory committee.

B. Commissioner's Advisory Council for Regional Services

In order to facilitate cooperative planning by regional education service centers and the Texas Education Agency for implementation of laws, State Board of Education rules, and programs, and in order to promote the coordination of services to school districts, the commissioner of education shall establish a Commissioner's Advisory Council for Regional Services (CAC). The structure and function of the Commissioner's Advisory Council shall be as follows:

1. Structure of the Commissioner's Advisory Council for Regional Services

a. The Commissioner's Advisory Council shall be composed of executive directors of all regional education service centers.

b. Meetings of the Commissioner's Advisory Council will be conducted in accordance with an annual schedule established by the commissioner of education.

c. Meetings of the Commissioner's Advisory Council shall be chaired by the commissioner of education or his designee.

d. Committees will be established for each of the following:

- Educational Quality
- Curriculum and Program Development
- Finance and Compliance
- Research and Information

e. The commissioner shall appoint additional Commissioner's Advisory Council committees as required for selected assignments.

2. Functions of the Commissioner's Advisory Council for Regional Services include the following:

a. Review actions taken by the State Board of Education with special emphasis on those relating to regional services.

b. Provide input to the commissioner regarding impact of proposed laws, rules or programs upon needs of school districts for regional services/assistance and upon the service center's resource capability.

c. Design methods or systems to be used by all regional education service centers to assist school districts in implementing laws and rules, in the management of the service center, and for other purposes where uniformity or standardization is required or preferred. This will include, where applicable, any cost to be assessed school districts.

d. Provide input to the commissioner regarding the needs of school districts in the region and the impact of the Texas Education Agency management practices and staff effectiveness.

C. Coordination with Institutions of Higher Education

In order to facilitate cooperative planning in the region and to promote quality, regional education service centers and institutions of higher education will establish and maintain a close working relationship to accomplish mutual goals.

1. The education service center will identify school district needs through a system of regional planning.

2. The education service center will identify resources available through institutions of higher education that can be accessed to respond to unmet needs in the region.

3. The education service center will plan and promote the development of activities and procedures for cooperative delivery of educational programs for regional school personnel.

III. GOVERNANCE

A. General

Governance of each regional education service center is vested in a seven-member board of directors elected by school district boards of trustees.

B. Board of Directors

1. Responsibility

The service center board of directors is charged with the development of policies to ensure sound management and operation of the regional education service center within state laws and the rules of the State Board of Education, and to ensure responsiveness to needs of the school districts in the region.

2. Accountability

The board is accountable to constituents in the region for the delivery of services that are responsive to the needs of school districts and consistent with the mission, goals, and objectives of the State Board of Education. In addition, the board is accountable through the commissioner to the State Board of Education for operation of the center in accordance with state laws and the rules of the State Board of Education.

3. Eligibility

a. Board members must be citizens of the United States, more than 21 years of age, and residents of the region being served by the center. They may not be engaged professionally in education, be a member of a school district board of trustees, or be a member of the board of any institution of higher education eligible for membership on the regional advisory committee.

b. Board members shall ensure that Article 988b, Vernon's Texas Civil Statutes, is complied with when questions of substantial interest or nepotism arise.

4. Terms of Office

a. Members of the board of directors are elected for three-year terms. Terms of office shall begin June 1.

b. Should a vacancy occur due to death or resignation, a 30-day period shall elapse after due notice has been given to the chairman of the board of directors before the vacancy is filled.

c. At the beginning of the 30-day interval, notice of such vacancy shall be given to the regional advisory committee and the president of the local boards of trustees, and shall be posted in appropriate locations.

d. Vacancies for an unexpired term shall be filled by appointment by the remaining members of the board of directors.

5. Election Procedures

a. Members of the board of directors are elected by the local school boards in each region.

b. Any eligible person wishing to seek election to membership on a regional education service center board shall file at the headquarters office of the service center in person or by certified mail between February 1 and February 20. No filing fee shall be required. Regional boards of directors shall adopt policies concerning filing procedures.

c. Notice of the time and place for filing shall be submitted for publication to appropriate newspapers in the region, and to the regional advisory committee, and posted in appropriate locations by February 1.

d. A ballot shall be developed and submitted to all local school boards in the region by March 1. Placement on the ballot shall be determined by drawing. Each local school board member shall have one vote for each vacancy on the board. Completed ballots shall be returned to the chairman of the regional board of directors by April 5. The board of directors shall canvass the ballots at its next regularly scheduled or special meeting, but no later than May 31, and determine the winner by a plurality of the votes cast. In the event of a tie, the names of the candidates who have tied shall be resubmitted to the local school boards.

6. Compensation

All members of the board of directors shall serve without compensation.

7. Meetings

a. The board of directors shall meet no less than every two months at a time and place to be established by the board in its rules of procedures.

b. Special meetings of the board may be called by the chairman or by a majority of the board's membership.

c. Four members of the board shall constitute a quorum for the transaction of business.

d. Official minutes of the board shall be kept in the office of the executive director and shall be available for examination.

e. Business may be transacted provided a quorum is present and all members have been properly notified. A majority vote of members present is necessary to secure passage.

f. All meetings shall be open to the public except as provided by law.

g. Members of the board of directors shall be reimbursed for actual travel and expenses when conducting official business for the center. Reimbursement from state funding may not exceed that provided for members of the State Board of Education.

h. The board of directors shall meet annually with the regional advisory committee to evaluate the quality of services rendered, the effectiveness of center operations, and the appropriateness of the program development efforts.

i. The chairman of the regional advisory committee shall be invited to attend each meeting of the board.

8. Functions

The board of directors serves as the policy-forming and evaluative body of the regional education service center and performs those functions specified in law and in State Board of Education rules which include the following responsibilities that are delegated specifically to the governing board.

a. Formulate policies to govern the operation of the service center.

b. Develop and approve an annual operating budget for the service center and submit it to the commissioner for review.

c. Establish procedures for budgetary control, expending, auditing, and reporting on expenditures within the budgets adopted in accordance with law and State Board of Education rules.

d. Coordinate and approve an annual evaluation of the activities of the service center.

e. Establish specific policies with respect to all fiscal affairs of the service center to ensure compliance with law and State Board of Education rules.

f. Enter into contracts for grants from both public and private organizations in accordance with rules of the State Board of Education.

g. Confirm the appointment and termination of professional personnel upon recommendations by the executive director.

h. Acquire, hold title, and sell real property for service center purposes in accordance with statutes.

i. Formulate policies for the utilization of the regional advisory committee in an advisory capacity.

j. Select an executive director in accordance with State Board of Education rules as follows:

(1) The board notifies the commissioner of education that a vacancy exists.

(2) The board drafts a list of competencies it expects for the executive director to possess. This will provide a guide for the board in identifying and employing the best possible applicant.

(3) The board drafts a job vacancy notice which includes the draft list of competencies and position qualifications.

(4) The board designates a search committee to assist with the initial steps in the selection process.

(5) The board sends the draft list of competencies, the job vacancy notice, and the list of search committee members to the commissioner of education for approval. As part of the approval process, the commissioner of education may meet with the board to review and revise documents as necessary.

(6) After approval, the job vacancy notices are distributed as follows:

(a) commissioner of education;
(b) each of the 20 regional education service centers;
(c) each school district within the region; and
(d) other (optional).

(7) Notices of the job vacancy are posted for a period of at least 30 days from the date of the announcement and applications are accepted during that time.

(8) All qualified applicants are given equal consideration, and no person shall be excluded on the grounds of race, religion, color, national origin, sex, handicap, or age (except where handicap or age constitutes a bona fide impediment to the proper and efficient fulfillment of the duties of the position).

(9) The search committee narrows the field of applicants to 3-5 finalists and notifies the board. The board then provides to the commissioner a list of all qualified candidates with the selected finalists identified. The commissioner may approve the list or may choose to interview the finalists prior to making a decision. If fewer than two finalists are approved by the commissioner, the board may direct the search committee to develop another list of finalists.

(10) Upon receipt of approval from the commissioner of education, the board initiates the final steps in the selection process.

(11) The board of directors as a whole interviews each of the finalists, selects the best qualified applicant, and notifies the commissioner of education of their decision.

C. Statewide Advisory Commission

A Statewide Advisory Commission on Education Service Centers composed of the chairman of each board of directors, the chairman of the State Board of Education, and the commissioner of education shall meet annually to provide a forum to plan, to communicate, and to facilitate the delivery of services in accordance with the mission, goals, and objectives of the State Board of Education.

D. Regional Advisory Committee

1. In each region there is a regional advisory committee to consult and advise with the board of directors on matters concerning services provided by the education service center. The regional advisory committee membership consists of:

   a. one representative from each school district, selected by the appropriate board of trustees;

   b. one representative from each four-year institution of higher education within the region which conducts an approved teacher education program selected by the appropriate board of trustees.

2. Each member of the regional advisory committee serves at the will of the local board of trustees. Members shall ensure that Article 988b, Vernon's Texas Civil Statutes, is complied with when questions of substantial interest or nepotism arise.

3. The regional advisory committee may establish an executive committee or other subcommittees to assist in the advisory function to the board.

4. The regional advisory committee will perform the following functions:

   a. Consult and advise with the board of directors on matters concerning educational services provided by the service center.

   b. Provide information to the executive director regarding school district needs and appropriateness and quality of services provided by the service center.

   c. Conduct an annual evaluation and report to the board of directors on the quality of services rendered, the effectiveness of center operations, and the appropriateness of program development efforts.

IV. PROGRAMS AND SERVICES

A. General

Educational services consistent with the mission, goals, and objectives for public education in Texas are made available through the regional education service centers. These regional services contribute to equalization of educational opportunities and to improvement of the quality of education for public school students throughout the state. Services developed through coordinated planning and cooperation promote educational improvements more efficiently and economically.

B. Coordination of Educational Planning in the Region

As mandated in law, regional education service centers are responsible for the coordination of educational planning in the region. This entails a cooperative effort with the Texas Education Agency, school districts, institutions of higher education, and other appropriate agencies or organizations in the region.

Coordination of educational planning shall include the following functions:

1. Identification of educational requirements, related to school district operations and programs, that are mandated by law or State Board of Education rules.

2. Assessment of school district needs to include those resulting from state requirements and from local conditions.

3. Analysis of school district needs.

4. Identification of all available resources that can be directed toward meeting school district needs.

5. Communication of the results of the planning efforts to appropriate personnel, including local school districts, Texas Education Agency, institutions of higher education, and other appropriate agencies or organizations.

C. Types of Services

In attaining the efficiency and quality possible through a regional delivery process, the educational system must define those services which each regional center is required to offer and that each district can expect to receive. The system must also provide for the development and delivery of services that address the unique needs of districts within each region.

Education service centers provide services that encompass the full range of school district activities. These include instructional and administrative support services for school personnel, and direct services to students. The primary methods used to provide these services include on-site technical assistance, staff development, preparation and delivery of materials, and direct service contacts with students.

Services provided by the regional education service centers are categorized by type as those that all centers are required to offer to all participating districts, and other services that are provided through the regional delivery process in support of statewide educational programs or in response to the unique needs of local districts. In addition, centers may provide or participate in special, unique, or innovative services that are made possible as a result of special funding appropriated to address specific educational needs.

Certain required services or elements of required services, as identified by the commissioner of education in working with the executive director, shall be provided without charge to participating districts. The commissioner, through coordination with the executive director, may also establish standardized charges for specific services or elements of services that will be applied by all service centers.

1. Required Services

Every regional education service center shall provide to school districts required services that are designated by legislative mandate, State Board of Education rules, or special request by the commissioner of education. These services are administered by the service centers in accordance with a contractual agreement with the Texas Education Agency or as specified in State Board of Education rules. These agreements and rules specify funding arrangements for providing the services and performance standards in the delivery of services.

The following required services will be provided by regional service centers to participating school districts. Additional information on these services, including the required elements of the services and the source of funding, is contained in Appendix A.

- Media
- Computer Services
- Special Education for the Handicapped
- Accreditation
- Curriculum
- Training
- Textbook Display
- School Volunteer Program

2. Other Services

A variety of additional services is provided by education service centers in support of statewide educational programs and in response to specific needs of school districts in the region. These services are administered by the education service center in accordance with contractual agreements with the Texas Education Agency, school districts or other contracting agencies and will be disclosed in the comprehensive application for services.

a. Services Funded Through or Under Agreement with the Texas Education Agency

Other services provided through the regional delivery process which are funded through the Texas Education Agency are identified in the listing that follows. Additional information on these services is contained in Appendix B.

- Migrant
- Educational Technology
- Adult and Community Education

b. Services Funded Through Cooperative Agreements with School Districts that Support Statewide Programs

School districts that apply for and receive funds for certain statewide educational programs may enter into a cooperative agreement with the regional education service center which administers and/or coordinates the program activities. Examples of these programs are contained in Appendix C.

- Gifted and Talented
- Bilingual Education and Special Language Programs

c. Services Funded Through Agencies Other than the Texas Education Agency

As provided by law, regional education service centers may enter into contracts for grants from both private and public organizations. Contracting agencies applicable under this sub-section include but are not limited to the following:

(1) agencies of the state other than the Texas Education Agency;

(2) agencies of the federal government that contract directly with the education service centers;

(3) local education agencies or other education service centers.

3. Special Projects

Regional education service centers may provide services and participate in activities that are related to innovative educational projects or research efforts. These services are administered in accordance with contractual arrangements with the Texas Education Agency, other agencies or sponsors of specific programs. Special projects will be disclosed in the comprehensive application or amendments thereto for services and approved by the Texas Education Agency.

D. Selection and Design of Services

The selection and design of services and projects are cooperative efforts involving the state agency, education service centers, and the local education agencies. The needs to be addressed in the design and development of certain services stem from requirements identified by the state agency that must be met in implementing legislative or State Board of Education initiatives. Other needs are identified through cooperative planning between the education service centers and school districts. Still, other requirements for the design and development of special services evolve from educational research and innovation at each level of the state educational system.

The design for each service shall be based on an identified need and reflect compliance with laws and State Board of Education rules. In addition, each service will be provided in accordance with a plan that contains objectives, implementing strategies, time lines, and evaluation procedures.

E. Management Criteria

Regional services shall be administered through a system of program management that includes the following elements:

1. defined lines of authority and responsibility for each program;

2. defined procedures for collecting and reviewing data about program implementation and effectiveness;

3. defined procedures for financial accountability within each program administered by the service center; and

4. defined procedures for annual evaluation, annual performance report, and modifications/revisions of program.

F. Review and Approval of Regional Services

All services and special projects administered by the regional education service center, regardless of source of funds, shall be set forth in a comprehensive application for services that is submitted by the education service center to the Texas Education Agency for review and approval. Information relating to service design, administrative procedures, budget, funding source, contractual arrangements, and reporting requirements will be provided for each program/service/project as specified in the comprehensive application guidelines.

The procedures for submitting the comprehensive application, and the process and time frame for review and approval by the Texas Education Agency shall be provided in the comprehensive application guidelines.

G. Reporting of Services

Information related to the regional services will be submitted annually by the education service center to the Texas Education Agency. The format and type of data to be included in this annual performance report will be specified by the Texas Education Agency.

The Texas Education Agency will prepare and submit the following to the State Board of Education:

1. A comprehensive application at the beginning of each school year that discloses, by title and dollar amount, the services planned for delivery in each region.

   The summary listing of planned services will be maintained by the Texas Education Agency for distribution on request to interested school districts, members of the Legislature, or other agencies.

2. An independent audit at the end of the school year that discloses, by title and dollar amount, the actual services provided in each region.

H. Regional Flexibility in the Provision of Services

Regional education service centers may engage in unique or innovative services, programs or special projects upon approval by the commissioner of education.

Such services, programs or special projects may be initiated at the request of school districts, by the regional education service center or by the commissioner of education. These services (1) must be responsive to identified educational needs and (2) must be consistent with the State Board of Education statement of mission, goals, and objectives for public education in Texas.

V. ORGANIZATION

A. General

Regional education service centers shall be organized as appropriate for individual regions within the guidelines of this State Plan for Regional Education Service Centers. The organizational arrangement will be determined by the executive director subject to approval by the regional board of directors, and should be based on available funding, program requirements, and activities necessary to satisfy unique needs of the region. Organizational levels, personnel assignments, and position descriptions should fall within the levels, titles, and functions described in this state plan.

B. Structure

1. Four structural levels for professional staffing with associated position titles and functions are to be implemented beginning no later than September 1, 1986.

   a. LEVEL I: EXECUTIVE FUNCTIONS

   (1) Executive Director

   (a) perform all duties and functions as required by the board of directors;

   (b) submit required reports to the board of directors for its approval and forwarding to the Texas Education Agency and member school districts;

   (c) maintain records pertaining to all functions of the center;

   (d) appoint professional staff members subject to confirmation by the board of directors and appoint support staff members;

   (e) provide advice to the commissioner of education as requested; and

   (f) promote regional and metropolitan planning and participate with other groups engaged in other planning functions which affect all or a portion of the region.

   (2) Deputy or Associate Director*

   (a) assist the executive director in performing executive level functions;

   (b) perform personnel office functions as assigned;

   (c) perform planning and administration functions integral to center operations;

(d) perform supervisory functions for designated service areas operated by the center;

(e) perform functions associated with the center's information/ communication program; and

(f) perform other duties as assigned by the executive director.

(3) Business Manager*

(a) manage the operations of the center's business office;

(b) prepare official budgets and budget reports required by funding authorities;

(c) perform tasks integral to the management of center funds; and

(d) perform other duties as assigned by the executive director.

*Position may be operated at Level II if elected by center administration and regional education service center board of directors.

b. LEVEL II: CENTRAL MANAGEMENT FUNCTIONS

(1) Component Director

(a) perform general service program planning tasks;

(b) prepare and manage service program budgets;

(c) supervise service program personnel;

(d) evaluate service programs; and

(e) perform other functions as assigned by higher administration.

c. LEVEL III: PROGRAM MANAGEMENT FUNCTIONS

(1) Coordinator

(a) develop specific service delivery plans;

(b) communicate service delivery plans to local personnel;

(c) coordinate the implementation of service delivery plans among participating districts;

(d) supervise and evaluate center personnel involved in delivering services;

(e) implement activities to evaluate and refine service delivery programs; and

(f) perform other tasks as assigned by higher authorities.

(2) Data Processing Systems Analyst

(a) analyze and design new systems and redesigning of existing systems;

(b) estimate manpower and machine requirements for assigned tasks;

(c) provide support services for programming staff;

(d) assure all technical documentation for projects;

(e) assume prime responsibility for one or two existing systems;

(f) assist in establishing systems testing, conversion plans, and systems implementation;

(g) supervise other project personnel as designated; and

(h) fulfill administrative reporting requirements.

(3) Data Processing Programming Analyst

(a) define requirements for analytical studies;

(b) document current systems operations;

(c) perform interviews and other data gathering;

(d) apply current technology to solution of problems;

(e) prepare specifications for system improvements;

(f) define systems security and control procedures;

(g) develop systems testing and conversion plans;

(h) fulfill administrative reporting requirements; and

(i) supervise other project personnel as required.

d. LEVEL IV: PROGRAM SERVICE FUNCTIONS

(1) Educational Specialist

(a) develop service delivery materials and products;

(b) design specific approaches for delivery of services;

(c) schedule and conduct service delivery activities; and

(d) participate in activities designed to evaluate and improve service delivery systems.

(2) Data Processing Specialist

(a) design software systems and develop source code and documentation;

(b) perform software maintenance functions on existing software;

(c) provide technical assistance to support operations of computer systems;

(d) provide interface functions linking data processing users and computer operations; and

(e) perform systems analysis and diagnostic functions.

(3) Direct Services Specialist

(a) provide psychological and other diagnostic services to students;

(b) provide therapist functions to students;

(c) provide guidance and counseling services to students; and

(d) provide library or learning resource center services for schools.

(4) Technical Assistance Specialist

(a) design, test, and install technical equipment;

(b) maintain technical application of delivery system;

(c) maintain specified equipment inventory; and

(d) assures compliance with regulatory standards.

(5) Instructor/Field Specialist

(a) develop plans for performing job tasks or instruction in specific area of assignment;

(b) select and/or prepare materials to support tasks accomplishment;

(c) perform job tasks utilizing effective practices; and

(d) evaluate and monitor results of performing job tasks.

2. Additional structural levels and/or position titles for professionals may be approved by the commissioner.

C. Staffing

As provided in law, the regional education service center board of directors is authorized to employ an executive director and other personnel, professional and clerical, as it deems necessary to carry out the functions of the center.

The board shall establish policies, consistent with law and State Board of Education rules, concerning employment practices, qualification and assignment of personnel, and salary schedules.

1. Employment practices will ensure fair and equal treatment of all persons in decisions relating to employment, promotion, demotion, and termination. No qualified person shall be excluded from consideration for employment or promotion on the basis of race, religion, color, national origin, sex, handicap, or age (except where handicap constitutes a bona fide impediment to proper and efficient fulfillment of the duties of a particular position). Attention shall be given to both employment of staff and appointments to management positions in a ratio that reflects the ethnic and gender distribution within the region.

2. Qualifications of personnel employed shall equal or exceed those which are required by school districts for employees with similar duties and responsibilities. Professional personnel shall possess appropriate training, experience, and certification necessary to perform assigned responsibilities and functions competently and effectively.

3. An annual salary schedule including salary ranges for all positions will be prepared and approved by the education service center board of directors and submitted each year to the commissioner of education.

   a. In establishing a salary schedule for service center employees, the board shall consider:

      (1) salaries paid by school districts within the region for employees having similar levels of education, experience, and responsibility;

      (2) the educational level, professional skills, and experience required for successful performance at a specific level and particular position;

      (3) the educational level, professional skills, and experience possessed by a particular employee or applicant;

      (4) the nature, complexity, and responsibility of the position to be filled; and

      (5) the Texas State Employees Compensation Schedule.

   b. Salary schedule amounts shall be revalidated and revised as appropriate at least on a biennial basis.

c. Salary incentive programs are allowed subject to the review and approval of the commissioner.

d. Salary ranges, including fringe benefits, for executive directors shall be established by the commissioner of education in consultation with the regional board of directors. The salary range will take into consideration the size of the service center operation and the salaries of superintendents in the region.

D. Reporting Requirements

Each regional education service center shall provide to the Central Education Agency an organizational chart and personnel roster, as prescribed by the agency, for each fiscal year.

VI. ADMINISTRATION AND OPERATION

A. General

As entities in the state educational system, regional education service centers will be administered in general conformance with state laws and State Board of Education rules that govern the establishment and operation of institutions within this system. Unique or different characteristics of education service center operations are recognized in State Board of Education rules that define the standards for administering the regional units.

The essential elements of regional education service center administration are planning, organizing, staffing, directing, and controlling an educational enterprise which is designed to provide services and leadership to school districts. Effective management involves making and implementing decisions that are based upon appropriate data, proper communication, effective control, and regular appraisals for adjustment and change, as well as recognition of the consequences for decisions which are made.

B. Board of Directors

In its governing and policymaking roles, the board must ensure that the service center is administered and operated in accordance with applicable state and federal laws, State Board of Education rules, and other legal requirements. Board members are required to receive orientation based on the same training program provided for school board trustees.

C. Executive Director

As chief administrative officer, the executive director provides leadership in the delivery of regional services and establishes the administrative structure necessary to operate the center. The executive director's authority and responsibilities in administering the center include the following:

1. develop and implement procedures and standards for all facets of education service center operations;

2. establish priorities for most efficient use of available resources;

3. organize staff and resources to carry out required functions and to provide authorized services to districts;

4. design and implement systems for measuring effectiveness of the regional education service center and for making improvements based on acquired information.

D. Operational Schedule

1. Hours of Operation

Centers are expected to maintain hours of operation which best meet the needs of their clients.

Each center will remain open a minimum of eight hours each day, Monday through Friday. The normal hours of operation will be 8:00 a.m. until 5:00 p.m. However, individual centers may operate on a flex-time basis or extended hours for special purposes. In unique situations, centers may shorten the workday for specific reasons.

2. Days of Operation

Each center will operate a minimum of 240 days in accordance with an annual calendar filed with the Texas Education Agency.

E. Financial

1. General

Regional education service centers receive funding from the following sources: school districts, state funds administered through the Texas Education Agency, state funds administered through other state agencies, federal funds administered through the Texas Education Agency, and federal funds administered through federal agencies to the service centers, and private agencies.

These funds are allocated to the education service center in the following ways:

a. formula basis, e.g., number of students served;

b. application basis in accordance with application guidelines set by the grantor;

c. contract or agreement basis, i.e., an amount stipulated in a contract for services to be performed by the regional education service center; and

d. contract resulting from a request for proposal solicited by the administering agency, i.e., federal, state, local, or private.

There is not a clear relationship between the level of funding provided by the state--or any other single funding agency--and the total level of service provided to school districts by service centers. Therefore, it is necessary for the education service center to coordinate funds from a variety of sources and apply these resources to improve quality in the state education process. This system of funding places on the service centers a special responsibility in accounting for resources from various funding sources and in fully disclosing the use of funds for services, and the expenditures of funds for support and administrative costs in operating the service center.

Service centers, as separate entities, require a working capital necessary to ensure a positive cash reserve for the delivery of services and for the continuing operation of the center. The maximum allowable cash reserve or fund balance that an education service center may retain at the close of the fiscal year has been established in State Board of Education rules. Balances in excess of the limits established by these rules result in adjustments in the allocation of state base funds the education service center would otherwise receive on the basis of average daily attendance.

State Board of Education rules prescribe certain standards to be adhered to by regional education service centers in the receipt, custody, and use of public funds. The standards and procedures to be applied are set forth in the Texas Education Agency Bulletin 679, Financial Accounting Manual, which has been adopted through reference as the official rule by the State Board of Education.

2. Principles and Policies for Budgeting, Accounting, Auditing, and Reporting

The principles and policies contained in Bulletin 679, Financial Accounting Manual, and summarized herein, constitute minimum requirements for the system of budgeting, accounting, auditing, and reporting that shall be adhered to by regional education service centers. An individual education service center may establish a system that expands upon these minimum requirements, except that such expansion shall not alter or distort data required to be disclosed in financial statements and other reports.

a. Generally Accepted Accounting Principles

The accounting system shall be kept in accordance with generally accepted accounting principles and shall present fairly and with full disclosure financial positions and results of financial operations in such a manner to determine and demonstrate compliance with finance-related legal and contractual provisions.

b. Central System - Fund Basis

The accounting system shall be the responsibility of a centralized unit or office within the organizational structure of the service center, and the accounting system shall be organized and operated on a governmental fund basis, limited to the following listed funds.

(1) General Fund: This fund consists of those programs financed from a variety of sources from which unreserved fund balance is controlled by and retained for the use of the regional education service center for purposes established by law. Project accounting shall be employed to account for programs with legislation or rules requiring revenue and expenditure integrity.

(2) Special Revenue Fund: This fund consists of those special programs requiring accounting on a project basis to assure revenue and expenditure integrity. These special programs have limited project periods, and at the close of a project unused money is reclaimed by the grantor.

(3) Internal Service Fund: This fund is used to account for the financing of goods or services provided by one department or cost center to other departments or cost centers of the education service center. The pricing of these goods or services is on a cost reimbursement basis. Examples include the operation of a print shop for in-house printing, and a cost center within the organization that evaluates progrms or projects operated by other cost centers.

(4) Trust and Agency Fund: This fund contains assets that are held in a trustee or custodial capacity, including:

(a) Expendable trust funds for local school district or other projects over which the regional education service center acts as fiscal manager. These include funds of cooperatives and other funds that are flow-through in nature.

(b) Nonexpendable trust funds are those whose principals are held intact. An example of this type of fund is a scholarship fund where a fixed sum of money is invested and resulting interest proceeds are used for scholarships.

(c) Agency funds that are custodial in nature and are set aside for a specific purpose, such as for payroll clearing.

c. Account Groups

The accounting system shall provide an account group to validate general fixed assets and general long-term debt.

d. Fixed Assets

Fixed assets shall be accounted for at cost or, if the cost is not practicably determinable, at estimated cost. Donated fixed assets shall be recorded at their estimated fair value at the time received. Fixed assets shall include land, buildings, improvements other than buildings, and certain furniture and equipment.

e. Basis of Accounting

The basis of accounting shall be on the modified accrual or accrual method, as appropriate for the fund.

f. Budgeting

The regional education service center board of directors shall develop and approve an annual operating budget for the center as provided for in State Board of Education rules. In accordance with Article III, General Appropriations Act of 1981 (Revised 1985), the Central Education Agency develops a standardized reporting system for regional education service center budgets. The standardized reporting system for education service center budgets is specified in State Board of Education rules. Regional education service center budgets will be formulated, applied and reported in accordance with the provision of State Board of Education rules. As stated in the General Appropriations Act 1981, in order to expend state funds, service centers must comply with the prescribed reporting requirements and provide necessary information to the commissioner of education. In instances where regional education service centers are not in compliance with the reporting requirements, the commissioner of education may withhold state funds until such time as the service center is in compliance with the reporting requirements.

(1) The annual budget shall show estimated fund balance, revenue, and expenditures applicable to the fiscal year beginning September 1 and ending August 31. The annual budget shall be prepared in the form prescribed by the Central Education Agency and presented on or before dates designated by that agency.

(2) The governing board of a regional education service center shall adopt the annual budget on or before August 31 of the prior year.

(3) The regional education service center shall file a copy of the annual budget with the Texas Education Agency on or before the dates designated by that agency.

(4) The annual budget may be amended as needed by the regional education service center's governing board. Amendments, before the fact, shall be made whenever it is determined that fund revenues will be materially less than estimated and/or whenever budgeted expenditures will be exceeded.

(5) On or before the date designated by the Central Education Agency, the regional education service center shall file a copy of the final amended annual budget with the Central Education Agency. The final amended annual budget shall be on a form as prescribed and furnished by the Central Education Agency.

g. Reporting

Interim and annual financial reports, and other reports shall be prepared to satisfy regional education service center management needs and mandates of law or regulations.

(1) Appropriate interim financial statements and reports of financial position, operating results, and other pertinent information shall be prepared to facilitate management control of financial operations, legislative oversight and, where necessary or desired, for external reporting purposes.

(2) A comprehensive annual financial report covering all funds and account groups of the regional education service center--including appropriate combined, combining, and individual fund statements; notes to the financial statements; schedules; narrative explanations; and statistical tables--shall be prepared and published. The period of the report shall be the fiscal year beginning September 1 and ending August 31.

(a) The comprehensive annual financial report, with the auditor's opinion, shall be reviewed and approved or disapproved by the regional education service center's governing board. If disapproved, a written statement as to the reason or reasons for disapproval shall be made part of the report.

(b) On or before the date established by the Central Education Agency, following the close of the ending date of the comprehensive annual financial report, a copy of said report, accompanied by the auditor's opinion and the regional education service center's governing board approval or disapproval, shall be filed with the Texas Education Agency.

h. Auditing Requirements

A financial audit will be conducted annually by an independent auditor. This audit will be performed in accordance with the requirement established in Bulletin 679, Financial Accounting Manual. The report of audit including the opinion of the independent auditor shall be submitted to the state agency for review as prescribed in Bulletin 679, Financial Accounting Manual.

VII. ACCOUNTABILITY AND SANCTIONS

General

As entities in the state educational system, regional education service centers share in the commitment to excellence, efficiency, and accountability in the education process, and in the use of public resources.

Each regional education service center shall develop a system of planning, implementing, and evaluating that ensures prudent and legal utilization of public resources, and reporting procedures that will document the results of the system. Evaluation findings will be used to promote quality in the provision of services and economy in the use of public resources. The foregoing elements are inherent responsibilities of education service center governance and management.

Whenever the commissioner of education determines that education service center governance or management is not operating the service center in accordance with laws, State Board of Education rules and/or the provisions of grants, contracts or other regulatory provisions, sanctions may be imposed. These sanctions shall be in accordance with State Board of Education rules and Section 21.254 of the Texas Education Code.

A. Accountability Requirements

The system of accountability in the delivery of regional services shall include the following activities:

1. Annual Comprehensive Application

A comprehensive application system for all funds received by the regional education service center, regardless of funding source, will be implemented.

In this system, each regional education service center will submit annually a comprehensive application to the Texas Education Agency for review and approval. The application will contain information relating to service design, administrative procedures, budgets, funding source, contractual arrangements, and reporting requirements for each program/service/project.

This system and the performance reports as described below, will ensure the disclosure and accountability of services provided through the regional delivery process.

2. Annual Performance Report

Each regional education service center will prepare and submit to the Texas Education Agency an annual performance report.

The report will require performance data for each of the services specified in the regional education service center's comprehensive application and will contain general information on the administration and operation of the service center.

This report will disclose the service center's accomplishments compared with the commitments contained in the comprehensive application and official budgets. In addition, the performance report will provide information for a data base of regional education service center activities.

A copy of the annual performance report shall be provided to each school district within the region.

3. Management and Service Audits

These audits are required by legislative mandate to be performed at least once each five-year period for each service center. These audits are extensive in scope and usually identify any areas of significant weaknesses or strengths in regional education service center management and operations. The process includes evaluations from school districts concerning effectiveness of service centers. On-site follow-up audits may be conducted in selected instances to verify correction of reported deficiencies.

As part of the audit reporting process, regional education service center board of directors will be included in the exit briefing and discussion of the audit results. In addition to submitting copies of the audit report to the executive director and board of directors, copies will be provided to the Governor's Budget Office, Legislative Reference Library, Legislative Budget Board, and Texas State Library. Copies of the report will also be made available to school officials in the region and other service centers upon request.

Results of the management and service audits will be reported to the State Board of Education.

4. Monitoring of Regional Education Service Center Compliance with Program Guidelines

Regional education service center programs that are supported with federal funds administered by the Texas Education Agency will be subject to an on-site review by agency staff at least once during each three-year period. Some state-funded programs are included in the monitoring process.

The purpose of this monitoring is to verify that service center practices and program accomplishments are in compliance with the guidelines and assurances contained in the approved applications for funds. Where necessary, certain programs within a center may be subject to a follow-up monitoring to ensure implementation by the regional education service center of appropriate corrective actions.

5. Annual Financial Audit

An annual financial audit by an independent auditor is required of each regional education service center. This audit provides a report that conforms to the detailed audit requirements contained in the Texas Education Agency Bulletin 679, Financial Accounting Manual.

The audit report is submitted to the regional education service center board of directors for review and acceptance and is then submitted to the Texas Education Agency for analysis.

This analysis identifies any noncompliance with prescribed accounting and reporting procedures. Identified areas of noncompliance are reported to the regional education service center for corrective actions.

6. Annual Budget Review

As provided for in State Board of Education rules, the regional service center board of directors shall develop and approve an annual operating budget for the center. In accordance with Article III, General Appropriations Act 1981 (Revised 1985), the Central Education Agency develops a standardized reporting system for regional education service center budgets. The standardized reporting system for regional education service center budgets is specified in State Board of Education rules and in Bulletin 679, Financial Accounting Manual.

As specified in the General Appropriations Act, in order to expend state funds, regional education service centers must comply with the prescribed reporting requirements and provide necessary information to the commissioner of education. In instances where regional education service centers are not in compliance with the reporting requirements, the commissioner of education may withhold state and/or federal funds until such time as the regional education service center is in compliance with the reporting requirements.

7. Annual Review of Each Regional Education Service Center's Effectiveness by the Commissioner of Education

The accountability activities identified in items (1) through (6) above provide the basis for an overall annual evaluation of regional education service center effectiveness. In combination, these elements provide information needed to evaluate management effectiveness in the major aspects of regional education service center operations, e.g., finance, services, personnel, etc. Such an evaluation will be made annually by the commissioner of education.

The results of this evaluation will be reported to the regional education service center board of directors, the State Board of Education, and other interested agencies. This report will identify strengths and weaknesses of individual regional education service centers and the regional delivery system concept.

B. Sanctions

The commissioner of education may impose sanctions whenever it is determined that the education service center governance or management is operating the center in violation of law, State Board of Education rules and/or provisions of grants, contracts or other regulations.

1. Sanctions may include one or more of the following:

(a) Directing the board of directors to withhold the executive director's salary in accordance with Section 21.254 of the Texas Education Code.

(b) Suspension of any or all state funds, and any or all federal funds to the extent permitted by federal law.

(c) Removal of any or all of the members of the regional board of directors. In the event that any board member is removed from office, a new board member shall be elected in accordance with State Board of Education rules. In the event the entire board is removed, the functions of the board of directors in the election process shall be performed by the officers of the regional advisory committee. No member of the board of directors who has been removed by the commissioner shall be eligible for re-election or for appointment to the board.

(d) Removal of the executive director of the regional education service center. In the event that an executive director is removed from office, the commissioner of education shall appoint an acting executive director who shall serve pending the selection of an executive director in accordance with State Board of Education rules.

2. Prior to the imposition of any sanction, the commissioner of education shall give notice of his intention to impose sanctions. The notice shall be given in writing to the members of the board of directors of the regional education service center, to the executive director, and to the chief fiscal officer of the service center. The notice shall specify the nature of the alleged violation and the nature of the sanctions which the commissioner intends to impose.

3. The regional education service center board of directors, executive director or any officer thereof against whom any proposed sanction is directed may request a hearing before the commissioner of education. A request for hearing must be received by the commissioner within 10 days of the receipt of notice of the commissioner's intention to impose sanctions. After a hearing, or in the event no hearing has been requested within the time specified in this subsection, the commissioner of education may impose any or all of the sanctions described in his notice of intent as he deems necessary.

4. If a regional education service center board of directors, executive director or any officer thereof requests a hearing before the commissioner of education, the hearing shall be conducted within 15 days of the commissioner's receipt of the request unless the time for the hearing is extended by the commissioner. At the hearing, the burden shall be on the regional education service center to show cause why the proposed sanctions should not be imposed.

5. A regional education service center board of directors, executive director or any officer thereof against whom any action is directed may appeal any final action of the commissioner under rules of the State Board of Education. Such an appeal shall be based upon the record of the hearing before the commissioner. Notice of appeal to the State Board of Education must be filed with the commissioner of education within 10 days

after receipt of notice of final action ordered by the commissioner. The order of the commissioner shall be in effect unless and until reversed or modified by the State Board of Education.

6. Sanctions imposed by the commissioner shall be reported to the State Board of Education at the next regular meeting of the board.

Appendix A

Required Programs and Services

MEDIA

PURPOSE: To support the instructional processes of local education agencies by facilitating the application of instructional technologies in the teaching/learning process.

AUTHORITY: TEC §11.33(a); 19 TAC §53.28, §81.41, §81.42, §81.43

FUNDING: State designated purpose fund source ($1.00/ADA appropriation), matching funds from school districts, and other contracted funds through local education agencies.

STATE BOARD GOAL 4 - ORGANIZATION AND MANAGEMENT

1. Provide and maintain a comprehensive collection of instructional resources with a delivery system which will provide optimum use and availability.

2. Facilitate dissemination of instructional resources by providing a system for lawful duplication of software.

3. Maintain a system for evaluation and acquisition of instructional resources and related equipment.

4. Provide technical and consultative assistance in the proper implementation and utilization of instructional technologies.

5. Provide assistance to local education agencies in securing other services or products related to media and technology such as equipment repair, graphics, teaching materials center, instructional telecommunication, etc.

COMPUTER SERVICES

PURPOSE: To support a planned statewide system of information management.

AUTHORITY: TEC §11.22(b)(1)-(b)(4); 19 TAC §53.71-53.76, §125.81-125.83; Bulletin 714, Texas Education Computer Cooperative (TECC) Bylaws

FUNDING: State designated purpose funds ($1.00/ADA appropriation) and contracted funds through school districts.

STATE BOARD GOAL 4 - ORGANIZATION AND MANAGEMENT

1. Provide information management computer services for school districts to meet state, local, and federal educational needs.

2. Participate in the development of a long-range plan for standard administrative applications to support school district management and state and federal reporting requirements.

3. Participate in the development of a long-range plan for acquiring compatible computer hardware and software operating systems at regional and multi-regional processing centers (RPCs and MRPCs) to replace, if necessary, existing incompatible systems.

4. Participate in the development of a long-range plan for integrating the consolidated data base requirements into the standard administrative applications.

5. Provide liaison with the Texas Education Agency and school districts in identifying solutions to state or local needs.

SPECIAL EDUCATION

PURPOSE: To provide administrative and program technical assistance, staff development, materials and other resources necessary to support appropriate education of handicapped students.

AUTHORITY: TEC §11.33(c), §11.103; TAC §89.212, §89.226, §89.227, §89.238, §89.244(c), §89.255, §89.256

FUNDING: State Education Service Centers Special Education, Education of Handicapped Act-B Discretionary, Education of Handicapped Act-B Early Childhood, State Visually Handicapped

STATE BOARD GOAL 1 - STUDENT PERFORMANCE

Provide direct and/or supportive services to unserved or inappropriately served handicapped students when program services can be more programmatically or cost effective.

- Maintain a component for serving visually handicapped students.
- Maintain a component for serving early childhood handicapped students.
- Provide direct/supportive special education and related services to other handicapped students as appropriate.
- Assist school districts in developing local alternatives to placing handicapped students in residential facilities.
- Assist school districts in arranging and applying for contract placement of handicapped students in approved nonpublic schools.

STATE BOARD GOAL 2 - CURRICULUM

Provide continued support to school districts in curriculum development.

- Provide technical assistance to school districts to ensure that handicapped students have an appropriate and well-balanced curriculum.
- Provide assistance to school districts in correlating any special curriculum used for handicapped students with the statewide curriculum and the total instructional program.
- Correlate education service center materials purchased/available for handicapped students with the statewide curriculum.
- Design and implement process for evaluating the effectiveness of special materials for handicapped students that have been correlated with the statewide curriculum.

STATE BOARD GOAL 3 - TEACHERS AND TRAINING

Provide assistance to regular and special education teachers, instructional aides, related service personnel, and professional support personnel relating to educational services for handicapped students.

- Assist districts in developing and implementing local staff development plans for personnel serving handicapped students.

- Provide assistance/training in developing and using different methods/approaches to teaching handicapped students.

STATE BOARD GOAL 4 - ORGANIZATION AND MANAGEMENT

1. Provide administrative support and assistance to special education programs in the region.

   - Provide technical assistance to districts in planning, implementing, and evaluating special education programs.

2. Develop and implement a regional comprehensive staff development plan for special education.

   - Provide staff development/inservice training/technical assistance in accordance with plan.

   - Develop and implement required policies and procedures.

   - Provide training to education service center personnel concerning confidentiality requirements.

3. Provide assistance to school districts in maintaining compliance with state and federal laws, rules, and regulations.

   - Provide information to districts regarding state and federal requirements.

   - Assist districts in preparing for scheduled monitoring visits by the Texas Education Agency.

   - Assist districts in correcting concerns/deficiencies cited in monitoring visit reports.

4. Serve as intermediate educational unit for providing special education services when school districts are unable or unwilling to provide such services or when requested by school districts.

   - Serve as fiscal agent for the special education program for districts in the region:

     (a) which are too small and cannot logistically participate in a special education cooperative with other districts.

     (b) which are unable or unwilling to receive federal funds to provide needed services for handicapped students (including contracting for for educational services to approved nonpublic schools on a day or residential basis).

     (c) when more cost effective or programmatically effective as requested by school districts.

STATE BOARD GOAL 5 - FINANCE

Develop Standard Application System (SAS) for Special Education Programs and implement an effective management and reporting system for special education fund sources.

. Assist school districts in preparing and managing the standard application.

STATE BOARD GOAL 6 - PARENT AND COMMUNITY INVOLVEMENT

1. Provide for community involvement.

   . Establish and maintain a regional advisory committee consisting of professional personnel from school districts and representatives from other public and private service providers for handicapped students.

2. Provide parent counseling and training through the early childhood and visually handicapped programs that strengthen parenting skills and help parents provide educational assistance to their children.

   . Provide parent counseling/training directly from the education service center.

   . Assist districts in designing and implementing a parent counseling/training program.

STATE BOARD GOAL 7 - INNOVATION

1. Participate in the identification of new areas of services for handicapped students and areas of services which need improvement.

   . Participate in needs assessment activities which identify areas of special need for serving handicapped students.

2. Assist in the development of demonstration/model special education programs to determine effectiveness in serving handicapped students as determined by regional needs assessment and as directed and funded by the Agency.

   . Identify/develop models for coordinating school district remedial and compensatory education programs and special education programs.

   . Identify/develop local community models of alternatives to residential placement for handicapped students.

   . Identify/develop models for providing transitional programs and services for older handicapped students who will be graduating or who are nearing 21 years of age.

3. Provide information related to effective and exemplary instructional programs and practices for serving handicapped students.

   . Collect and disseminate information about advancements and new and innovative practices in special education.

STATE GOAL 8 - COMMUNICATIONS

1. Maintain a system of public awareness concerning handicapped students and special education services.

   - Provide public awareness activities to inform citizens of the needs of handicapped children and of educational opportunities available to handicapped students.

   - Facilitate interagency coordination and communication and other awareness activities.

2. Maintain information base concerning special education and establish a communcation network to facilitate consistent, timely, and effective communication.

   - Collect, compile, and disseminate information concerning special education.

3. Maintain and assist in statewide information and data delivery, collection, reporting, retrieval, and tracking systems for special education.

   - Assist school districts in implementing a data information system and maintain a regional data information system.

   - Assist school districts in maintaining a child-find component for identifying unserved handicapped students and maintain a regional child-find data base to track the progress for the eventual provision of services.

   - Maintain a regional information bank of resources and services available for handicapped students and provide the information as needed.

ACCREDITATION

PURPOSE: To provide accreditation support to school districts in meeting accreditation standards.

AUTHORITY: TEC §21.755; 19 TAC §53.1(a), §53.51(1)(2)(3), §53.52(b)(2)(3)

FUNDING: Article III, Line 10 of the General Appropriations Act; Local

STATE BOARD GOALS: 4 - ORGANIZATION AND MANAGEMENT; 5 - FINANCE

1. Assist school districts in required planning activities.
2. Provide pre-visit assistance to school districts.
3. Provide a representative for each monitoring visit to serve as a liaison between the Texas Education Agency and the school district.
4. Provide suggestions for final report.
5. Provide assistance to school districts following the monitoring visit.

CURRICULUM

PURPOSE: To assist school districts with the development and implementation of a well-balanced curriculum as required by State Board of Education rules.

AUTHORITY: TEC §21.101; 19 TAC §75.2

FUNDING: Article III, Line 10 of the General Appropriations Act; Education Consolidation Improvement Act, Chapter 2

STATE BOARD GOALS: 1 - STUDENT PERFORMANCE; 2 - CURRICULUM; 3 - TEACHERS AND TEACHING; 7 - INNOVATION

1. Assist school districts with the design and development of curriculum documents.

2. Assist school districts in selecting curriculum elements for students with special needs.

3. Assist school districts in developing and adopting an effective instructional management system.

4. Assist school districts in implementing effective instructional programs and teaching practices.

TRAINING

PURPOSE: To develop and/or enhance the capabilities of educational staff.

AUTHORITY: 19 TAC §61.174, §149.21, §149.24, §149.41; TEC §11.15, §13.301, §13.315, §13.353, §16.052, §21.501(6), §21.705

FUNDING: Article III, Lines 8 and 10 of the General Appropriations Act; Local; and Federal

STATE BOARD GOALS: 3 - TEACHERS AND TEACHING; 4 - ORGANIZATION AND MANAGEMENT

1. Conduct 36-hour and 12-hour instructional leadership training courses for public school administrators.
2. Conduct general management training courses for public school administrators.
3. Conduct teacher evaluation training courses for appraisers of teachers.
4. Assist districts in training teachers and administrators in discipline management techniques.
5. Assist in development of parent training workshops for home reinforcement of study skills and curriculum.
6. Provide school board member training courses in compliance with State Board of Education rules.
7. Provide initial and recertification training programs for school bus drivers.
8. Provide computer literacy training and administer the Texas Education Agency test for verification of competency.
9. Provide inservice training and advanced academic training including but not limited to those areas mandated by statute.
10. Facilitate volunteer assistance programs for public schools.
11. Conduct inservice for effective teaching practices.
12. Provide inservice training on awareness screening for dyslexia.
13. Conduct inservice training on child abuse and neglect.

TEXTBOOKS

PURPOSE: To ensure public access to textbooks and designated materials submitted for adoption.

AUTHORITY: Texas Education Code Section 12.18(a) and (b); 19 TAC Subchapter D Sections 81.120 - 81.122; Annual SBOE Proclamation Calling for Adoption of Textbooks

FUNDING: No state funds designated for this purpose.

STATE BOARD GOAL 4 - ORGANIZATION AND MANAGEMENT

1. Display two copies of each textbook and one copy of each learning system submitted for adoption.

2. Ensure public access to displayed sample textbooks and learning systems to include access outside of normal working hours.

3. Adopt procedures consistent with State Board of Education rules regarding management of textbooks.

4. Provide for production of materials for special services as resources permit, e.g., braille masters.

SCHOOL VOLUNTEER PROGRAM

PURPOSE: To make available to school districts, upon request, technical assistance, information materials, and inservice training on school volunteer programs and recruitment of volunteers.

AUTHORITY: Texas Education Code §11.202; 19 TAC §53.51(A)(3), §61.291-61.295

FUNDING: No funds are appropriated for this program at this time.

STATE BOARD GOAL 6 - PARENT AND COMMUNITY INVOLVEMENT

Each regional education service center shall employ a person in the position of regional coordinator of school volunteers. The regional coordinator of school volunteers shall develop materials, design recruitment procedures, and provide demonstration models and general assistance to school districts choosing to operate school volunteer programs.

Appendix B

Services Funded Through or Under Agreement with the Texas Education Agency

MIGRANT

PURPOSE: Provide leadership and assistance to school districts in planning and implementing effective supplementary programs for migrant students.

AUTHORITY: 34 CFR, part 2al; Chapter 75.4(d)

FUNDING: ECIA Chapter 1 Migrant

STATE BOARD GOALS: 1 - STUDENT PERFORMANCE; 2 - CURRICULUM; 3 - TEACHERS AND TEACHING

1. Assist school districts in planning, implementing, and evaluating migrant education programs through staff development and technical assistance.

2. Assist school districts in planning, implementing, and evaluating bilingual and English as a second language programs for migrant students through staff development and technical assistance.

3. Assist school districts in the transmittal of migrant students' academic, health, and other information to the National Data Base in Little Rock, Arkansas.

4. Identify and recruit all eligible migrant children residing in non-project districts.

5. Provide leadership in planning and implementing inter and intrastate coordination activities.

EDUCATIONAL TECHNOLOGY

PURPOSE: To provide a mechanism for leadership in using technology in advancing and improving education including instructional methodology, arrangements, and management techniques.

AUTHORITY: 19 TAC §75.51, §75.162

FUNDING: Special State Texas Education Computer Cooperative, Senate Bill 684

STATE BOARD GOALS: 1 - STUDENT PERFORMANCE; 2 - CURRICULUM; 3 - TEACHERS AND TEACHING; 7 - INNOVATION

1. Curriculum and Instruction

   - Provide information and assistance to school districts in the application of various technologies to student learning and the improvement of instructional programs.

   - Provide assistance to districts regarding the use of technology-based tools in the remediation of basic skills for minority and underachieving students.

   - Provide planning and technical assistance in the implementation of computer-related courses.

   - Develop, expand or participate in the use of telecommunications as means to equalize access to a well-balanced curriculum, to provide equitable and high quality in-service training, and to assist with information dissemination.

   - Expand the capability of school districts to use well-designed and fully validated automated systems in instructional management, reporting, and guidance information.

2. Planning and Implementation

   - Provide technical assistance to individual schools in planning, implementation, and evaluation regarding the use of technology for instruction and instructional management.

   - Identify exemplary sites where various technological methods are being used effectively to improve student learning.

3. Training

   - Provide training for teachers and school administrators in available technology and its application to instructional programs and instructional management.

   - Provide training for teachers of Computer Literacy and assist in the verification of their competency.

4. Statewide Coordination

- Coordinate communications regarding educational technology from the Texas Education Agency through designated staff.

- Disseminate products and services of the Texas Education Computing Cooperative to districts in each region, and participate in the development of a plan to ensure that future activities of the Texas Education Computing Cooperative reflect district needs.

ADULT AND COMMUNITY EDUCATION

PURPOSE: To support the State Board of Education in initiating and developing a long-range plan for adult and community education.

AUTHORITY: TEC §11.18(e),§11.201; 19 TAC §77.431; P.L. 91-230

FUNDING: State and Federal

STATE BOARD GOAL 6 - PARENT AND COMMUNITY INVOLVEMENT

These programs are currently being offered through a variety of agencies. School districts, colleges/universities, and eleven education service centers provide adult and community education programs. As a result, a designated statewide role for service centers has not been identified at this time. The State Board of Education is encouraged to identify a role for service centers in promoting and supporting further development of quality adult and community education programs.

Appendix C

Services Which Support Statewide Programs and are Funded Through Cooperative Agreements with School Districts

GIFTED AND TALENTED

PURPOSE: To provide leadership and assistance to school districts in the development and operation of programs for gifted/talented students.

AUTHORITY: TEC §21.651, §21.655; 19 TAC §89.54, §89.55

FUNDING: No state funds designated for this purpose.

STATE BOARD GOAL 2 - CURRICULUM

1. Assist school districts with the implementation of programs for the gifted and talented through the use of effective instructional practices.

2. Assist school districts in the selection of curricular elements suitable for the gifted and talented student.

3. Assist school districts in developing and adopting an evaluation design to measure the effectiveness of gifted and talented programs.

4. Assist school districts in the identification and use of effective instructional strategies appropriate for gifted and talented students.

5. Assist school districts in the identification of exemplary gifted and talented programs.

BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS

PURPOSE: To assist school districts with the education of limited English proficient students.

AUTHORITY: TEC §11.32 ; TEC Chapter 21; TAC Chapter 75; TAC Chapter 77

FUNDING: No state funds designated for this purpose.

STATE BOARD GOALS: 1 - STUDENT PERFORMANCE; 2 - CURRICULUM; 4 - ORGANIZATION AND MANAGEMENT

1. Facilitate communication and coordination between the Texas Education Agency and local school districts.

2. Assist school districts to meet accreditation standards in relation to bilingual education and special language programs.

3. Provide assistance to school districts prior to and after compliance monitoring visits.

4. Assist districts in the selection and use of textbooks and supplementary systems.

5. Assist school districts in planning, implementing, and evaluating bilingual and English as a second language programs through staff development and technical assistance.

6. If the number of limited English proficient students in a region does not justify a program, contractual arrangements with an adjoining region should be made to ensure attention to all students in need.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.